

Michigan Reads!





ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN

The Library of Michigan presents.... Michigan Reads!

Programming and Resource Guide for *Moose on the Loose*
by Kathy-Jo Wargin and illustrated by John Bendall-Brunell

Written by Meagan K. Shedd, PhD
Edited by Karren Reish, Library of Michigan

This guide was created thanks to generous sponsorship by:

Target (www.target.com/community)

Library of Michigan Foundation (www.libraryofmichiganfoundation.org)



Library of Michigan cataloging-in-publication data:

Michigan Reads! : programming and resource guide

Lansing, Mich. : Library of Michigan

1. Children--Books and reading--Michigan--Periodicals. 2. Reading (Early childhood)--Michigan--Periodicals. 3. Early childhood education--Activity programs--Michigan--Periodicals. I. Title.

LB1139.5.R43 S742
372.4

Table of Contents

Introduction	1
Developing Literacy	2
Literacy Components	3
Supporting Literacy Skill Development by Age	6
The Importance of Shared Reading	11
More Great Books	15
Resources - For Parents Using the Library	20
Resources - For Librarians Working with Families	22
Resources on the Internet	24
Activities for Moose on the Loose	26
Templates and Activity Sheets	38
References	55



Introduction

About Michigan Reads!

Michigan Reads! is a program of the Library of Michigan and is sponsored by the Library of Michigan Foundation in partnership with Target Stores. Michigan Reads! recognizes the value of libraries in providing children and families with quality books, programs and services, and the important foundation libraries provide for literacy and for future reading and school success. Using the “One Book, One Community” concept as its model, the program is designed to emphasize shared reading with children from birth through school age, including infants, toddlers, preschoolers, and children in grade school. The Michigan Reads! program is planned with engaging play-based activities for librarians, early childhood educators, parents and caregivers, and anyone who else who spends time with children to help develop literacy skills in young children.

More information about the Michigan Reads! program and additional early literacy resources are available at <http://www.michigan.gov/michiganreads>.

About the Book

The Michigan Reads! 2012 book choice is *Moose on the Loose* by Kathy-Jo Wargin, illustrated by John Bendall-Brunell (Sleeping Bear Press, 2009). Using cause-and-effect prose, the reader follows the antics of a moose with the catchy, rhyming text, anticipating his next moves as the boy tries to keep up with this outdoor animal on the run.

About the Author and Illustrator

Find out more about Michigan-based author Kathy-Jo Wargin and learn more about illustrator John Bendall-Brunello at http://www.sleepingbear.press.com/authors_illustrators/.

Developing Literacy

What is Literacy?

The ability to read and write, as well as speak and visually represent ideas (National Council of Teachers of English (NCTE) and International Reading Association (IRA), 1996) create a foundation of literacy. These skills begin to develop because adults offer rich opportunities for young children, consisting of the right materials for them to expand these skills, and the right experiences in which to use those materials to increase literacy skills.

Emergent literacy, or the development of literacy skills prior to the formal entry of school, is important for a variety of reasons. Early research has identified comprehension, concepts of print, knowledge of sounds in language (or phonological awareness), vocabulary, and writing as the most important skills (Lonigan & Whitehurst, 1998). More recently, the National Early Literacy Panel identified a number of skills children need for future reading success. This includes skills such as alphabet knowledge, identification of letters or numbers, phonological awareness, and name writing (Lonigan, Schatschneider, & Westberg, 2008). These early literacy skills can predict a child's success in reading as he or she progresses through school. Even more important, children's literacy skills can be shaped by the adults around them and the experiences made available to them to support their learning (Hart & Risley, 1995; Landry, Smith, & Swank, 2003; Snow, Burns, & Griffin, 1998; Weizman & Snow).

The International Reading Association (IRA) identified early literacy support as a topic that is considered “hot” for 2012 (Cassidy & Loveless, 2011). In other words, leading researchers in the field of literacy feel that the support of early literacy or emergent literacy instruction is of high priority. Additionally, the topics of comprehension and writing were identified in this list (Cassidy & Loveless, 2011), making them a focus for this year's guide.

Literacy Development by Age

Moose on the Loose offers the unique opportunity to support the development of literacy skills for children of all ages, but especially by focusing attention on responding to what children can already do and helping them to develop skills in each of the literacy constructs (or concepts) just beyond their current capability.

Literacy Components

Comprehension

Comprehension is often viewed as the most important part of reading or listening and happens when we are able to make meaning from what we read or hear (Rand Reading Study Group, 2002). In fact, children can comprehend text long before they can read on their own. Whether children are read to or are reading on their own, their active engagement with the text is an important part of making meaning from it. Active engagement comes from asking questions about the book, predicting what will happen next, summarizing what was read, and other ways of thinking about what one is reading. These are all skills that good readers use to comprehend what they are reading and are strategies that they will use regardless of the type of book they are reading.

Concepts of Print

The way in which print works serves as a foundation for other literacy skills. Children learn that print carries meaning when they develop awareness of print (Clay, 1979). They discover that books are held a certain way, that we start reading from a certain place, and that we read from left to right, and from top to bottom on the page. Concepts of print also include the knowledge that letters make up words, words make up sentences, and there are spaces between words and sentences, and even punctuation. Concepts of print are important to reading, but children will also use these concepts as they are writing.

Letter-Sound Knowledge

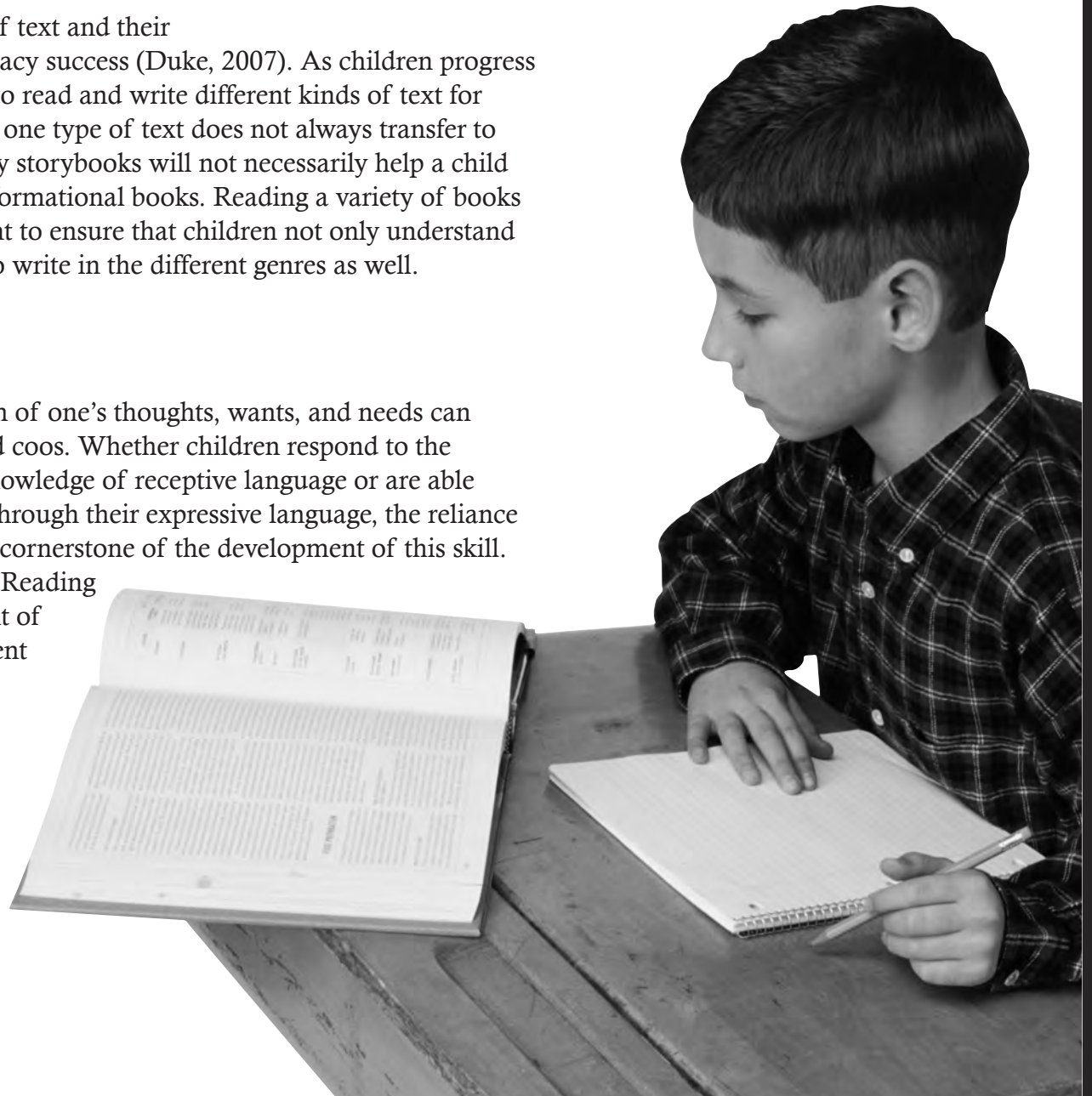
The understanding that each letter has a corresponding sound (and in some cases, more than one sound!) is an important aspect of reading. Sometimes letters combine to make a single sound, which is why the English language has 26 letters that represent 44 sounds. As children learn these combinations of letters and sounds, they develop an understanding of letter-sound knowledge and how to combine the letters to make words, an important concept for both reading and writing.

Knowledge of Genre

Understanding the different types of text and their purpose is important for future literacy success (Duke, 2007). As children progress through school, they will be asked to read and write different kinds of text for different reasons and knowledge of one type of text does not always transfer to the other. For example, reading only storybooks will not necessarily help a child understand how to comprehend informational books. Reading a variety of books and non-book materials is important to ensure that children not only understand the purpose of the text, but can also write in the different genres as well.

Oral Language

Beginning in infancy, the expression of one's thoughts, wants, and needs can be communicated through cries and coos. Whether children respond to the language of others through their knowledge of receptive language or are able to communicate their own desires through their expressive language, the reliance on communication with others is a cornerstone of the development of this skill. It is so important that the National Reading Council indicated that improvement of children's oral language could prevent future difficulty with reading (Snow, Burns, & Griffin, 1998).



Phonological Awareness

For children, the ability to hear the sounds in spoken language is one of the most important predictors of their future success in reading (Stanovich, Cunningham, & Cramer, 1984). Phonological awareness consists of the ability to hear syllables or beats in words, identify words that rhyme and come up with their own rhyming words, and hear individual, smaller sounds in words. These skills help them with reading, such as using their ability to break words into syllables, to help think about the sounds of words in manageable chunks, or recognizing a new word because it rhymes with a word they already know. They can also use these skills in reverse while writing by stretching sounds out as they put them on paper.

Writing

Children's drawings can be considered their first attempts at writing (Bodrova & Leong, 2006). As they observe those around them writing, they will begin to make marks on the page that mimic the marks they see others making. What might look meaningless to an adult is extremely meaningful to a child and represents the next stage of writing (Bloodgood, 1999) that will then move to recognizable letters as children develop letter-sound knowledge. Watching others write, and especially writing for authentic purposes, is an important way for children to learn that we use repeated sets of motions in our writing and can use the same sets of letters in varying ways to create words (Temple, Nathan, Temple, & Burris, 1993). Children develop their own theories about how writing works, but need to see writing modeled and to have materials and support from adults around them in order to do so.



Supporting Literacy Skill Development by Age

Adults can help children develop important literacy skills beginning at birth and continuing through the school years by offering developmentally appropriate materials and spending time with them engaging in specific literacy experiences. Try some of the following suggestions based on the particular age groups:

Infants

- **Talk early and often** with young children. Explain what you are doing and wait for their response. Expand on the coos and giggles, asking questions, and talking with them about what you imagine are their answers.
- **Look for letters of the alphabet** and point them out when you see them in books and in their environment. Point out the first letter of their name and make the sound of that letter for them, as well as other words that begin with that letter.
- **Read sturdy board books and soft, cloth books** with children, holding them so they can see them and touch them. Point to the words while you read and talk about the pictures.
- **Sing songs with babies**, whether they are lullabies, the alphabet song, old favorites such as “I’m a Little Teapot,” or new songs you make up as you go along.
- **Read a variety of books to babies**, including concept books about size, shapes, colors, etc., favorite storybooks, and nursery rhymes.
- **Relate the books you read to babies to things in their own lives.** For example, talk about how something that happened in the book may have happened with the babies, or happened in another book you read together.
- **Give babies the opportunity to try writing** by offering age-appropriate writing materials. This can include supervising finger painting or writing in trays of salt or sand, water mats, textured letters, or making alphabet-shaped letters out of bread.
- **Encourage a pincer grasp** necessary for writing by placing objects in front of babies and having them place them into a ball or other container (note objects should be small enough to pick up with forefinger and thumb, but large enough to not be a choking hazard).

Toddlers

- **Repeat new words and point to the objects** to help children learn those words.
- **Expand on children's responses** using simple language and repeating new words they are using. For example, if “moose” is a new word and a child points to the picture of a moose in the book and says “moose”, you can say, “That moose is brown with a black nose.”
- **Continue to point out the letter** that begins the child's name and look for other words that start with the same letter and sounds that letter makes.
- **Read books with toddlers**, asking them to hold the book and turn pages for you.
- **Point to the words** while you read to help toddlers learn that it is the text that we read.
- **Play word games and finger plays** with toddlers. They will love the repetitive rhymes that will help them pay attention to the sounds in spoken language.
- **Sing songs using funny voices**. Sing in a quiet voice, a loud voice, a monster voice, or an opera voice.
- **Read books that enable toddlers to chime in** with a key piece of text.
- **Ask children to find a particular part of an illustration or photo** and then talk about why that part is important to the story or the book.
- **Read information books** and encourage children to become experts about something they have read and share one piece of information they have learned.
- **Stretch butcherblock paper or sheets of newsprint** on the wall and offer toddlers crayons so they can write on the wall.
- **Write toddlers' names in both upper and lower case letters** so they can start to see their names are written in both.

Preschoolers

- **Ask open-ended questions** and listen carefully to children's responses. Follow up with another question to keep the conversation going.
- **Introduce preschoolers to a new word** and use it several times during the day. Preschoolers can learn at least five new words a day!
- **Look for letters of the alphabet** in the world around you. Because we don't always find letters in "alphabetical order", see if children can identify letters they come across, as well as hunt for letters you specify.
- **Try tongue twisters** to encourage children to pay attention to the beginning sounds in words. You can make up your own such as "Mighty Moose made magpies move mud Monday."
- **Notice both upper and lowercase letters** with preschoolers and talk about the difference so they are aware they can be written both ways.
- **Show children how to write their names** (first and then progress to first and last) using an upper case for the first letter and lower case letters to follow. Use a name card for them to copy if they are just starting.
- **Talk about the parts of the book**, including the author and illustrator, front and back covers, table of contents and glossary (if looking at information books), and other parts of books you might see.
- **Give children books backwards or upside down** and ask them to help you find where to start reading. This not only helps prepare for a shared reading experience, it lets you know what else you can do to help a child develop skills in concepts of print.
- **Offer a variety of books** to preschoolers to capitalize on their growing interests.
- **Say two words to children and ask them to tell you if they rhyme.** Try word pairs like "door and floor"; "moon and spoon"; and "pail and stair". When children are able to recognize word pairs that rhyme, give them one word and ask them to provide you with its rhyme.

- **Write in front of children** and talk not only about how you are forming the letters (“up, down, around, down”) but the letters you are writing as you write them.
- **Offer letter and word cards** for children if they would like to copy words from them as they write.
- **Ask questions while reading**, such as, “What do you think will happen next?” or “How do you think that they are going to fix that?” You can also ask children to relate what is happening in a story to their own lives by saying “Tell me about a time when you...”



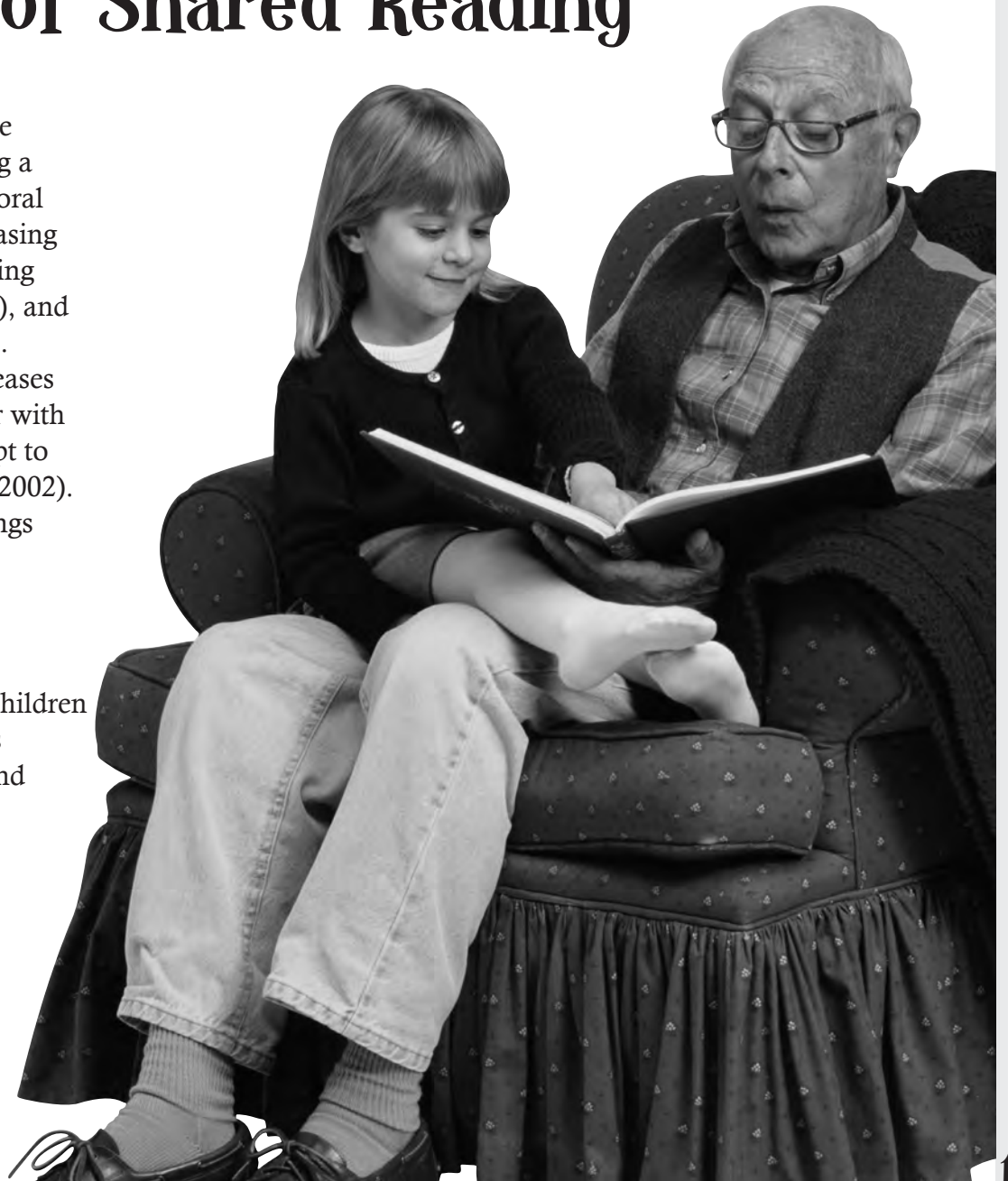
School-Age

- **Model appropriate word choices and grammar** for school-age children rather than correct them.
- **Encourage children to talk with other children** (both same age, younger, and older) as well as adults to learn new words and “solidify” the vocabulary they already know.
- **Discover the sounds that letters make together**, especially as some letters make more than one sound and letters can combine to make a sound.
- **Look for words in everyday activities** to help children learn “sight” words.
- **Notice the different parts of books**, encouraging children to look over books and ask questions about different genres and how they work. For example, check out a cookbook and see how the table of contents or index might work and show children how to use them.
- **Ask children to summarize** what they have just read (or heard) in a book in just a few sentences as if they were recommending the book to a friend.
- **Encourage children to share their favorite part of the book**, asking probing questions such as, “Why did you like that part the best?” or “What made that part stand out to you?”
- **Play with the sounds in words** by adding or deleting sounds and asking children what word they would end up with. For example, ask children what they would have if you added a “buh” sound to “rain”. Or, ask them what word they would have if they took out the “nuh” in “snake”.
- **Write notes to children**, whether it is to start the day as a morning message or to help them determine what foods to eat for snack. Ask them to write a note back responding to a question in your note.
- **Create a “writing space”** for children with materials and a comfortable space for writing, including a list of common words they may use while writing.
- **Encourage children to write the sounds they hear** while writing and resist the urge to correct “invented” spelling.

The Importance of Shared Reading

Shared reading is an experience that has multiple benefits for young children, including developing a love for reading that lasts a lifetime, developing oral language skills (Beck & McKeown, 2001), increasing their vocabulary (Wasik & Bond, 2001), improving comprehension skills (Dickinson & Smith, 1994), and positively affecting overall literacy (Aram, 2006). Reading books over and over with children increases the likelihood that children will become familiar with the text, learn the words in the book, and attempt to read books on their own (Morrow & Gambrell, 2002). They are also more likely to participate in readings with the adults who read with them and make connections between the print and the things in their own world.

The books that you choose to read with young children may depend on several things. Each book brings something different to the reading experience, and every reading experience can support literacy development in a different way. As you make books available for children or select books with children in mind, consider the following:



Type of Book

Researchers suggest children should be introduced to different types of books (Caswell & Duke, 1998; Duke, 2007; Kamberelis, 1998) and this introduction to different types of books can happen early. The exposure to multiple types of text genres is important for future success in school, but also helps children to understand different genres as they are reading and writing. Encourage children to choose storybooks, informational books, poetry, folk and fairy tales, books that require them to interact with the pages or text, graphic novels, magazines, or other texts that are of interest to them. It is suggested children read books or text in a ratio that is 1/3 storybooks, 1/3 informational, and 1/3 that falls into the category of “other” (Duke, 2007) to help them understand the different kinds of books that are available. Narrative books are books that include characters, settings, problems, and solutions (Baumann & Bergeron, 1993). Informational books typically are written with the idea of sharing information and written from the point of view of someone who has more knowledge about something to someone who has less knowledge (Duke, 2003). Books that fall in the “other” category are books that don’t fit into the category of narrative or informational. Educators and parents can provide a variety of books from which to choose to encourage their selection of the different types, or select a new genre to read during shared reading time.



Text and Illustrations

Younger children benefit from books with vibrant illustrations or photos with less text, while older children may handle more text more easily. Shared reading experiences may be more interactive with just enough text to support the illustrations so that rich conversations can take place while reading. As you are looking at books, consider the age and interests of the child(ren), paying attention to illustrations or photos, amount and type of text, and vocabulary words. Don't be afraid of a book with very few words as you can create your own story or information to go along with the pictures. As you read, you can share in the reading experience by trying some of the following:

- **Talk about the different purposes of the book you are reading.** If you are reading an informational book, discuss what new knowledge you have gained from that book. With poetry books, talk about the way the words sound or what children liked about the poems. You can also ask children for their opinion of a storybook.
- **Ask open-ended questions as you read,** expanding on the children's responses.
- **Use children's prior knowledge about the book,** whether it is a storybook, information book, or a book from the "other" category, such as a poetry or activity book. Ask children to relate the book you are reading to what they already know.
- **Engage in conversations beyond the "here and now"** that encourage children to relate the text to things they might have done in the past or things they are going to do in the future. This use of decontextualized language is important for developing comprehension skills and can be done with any type of book.
- **Use both print and pictures or illustrations** in your conversations.

Purpose of the Shared Reading

With each reading, consider your purpose for the reading experience. You may read purely for the enjoyment of sharing a book with a child or group of children. Sometimes you might read a book because of the rich vocabulary it offers. Another time a book with predictive text might offer the chance to talk about what might happen next and develop comprehension skills. Rather than try to focus on several things in each reading, use each reading to focus on one literacy construct at a time. With that, know that reading the same book several times and for different purposes is a great way to get even more out of a book. In other words, if you read a book such as *Moose on the Loose* the first time and talk about all of the things you are expecting Moose to do, the next time you read, look for new words in the book and talk about their meanings. A third time you read the book, ask the child or children with whom you are reading to share all of the things the Moose would do.



More Great Books

About wildlife:

For Infants and Toddlers

- *Good night, Owl!* by Pat Hutchins (Aladdin, 1990)
- *If You Were My Baby: A Wildlife Lullaby* (Sharing Nature with Children Book by Fran Hodgkins and illustrated by Laura J. Bryant (Dawn Publications, (2005)
- *The Littlest Owl* by Caroline Pitcher and illustrated by Tina MacNaughton (Good Books, 2008)
- *Owl Babies* by Martin Waddell and illustrated by Patrick Benson (Candlewick, 1996)

For Preschoolers

- *Agate: What Good is a Moose?* by Joy Morgan Dey and illustrated by Nikki Johnson (Lake Superior Port Cities, 2007)
- *The Busy Tree* by Jennifer Ward and illustrated by Lisa Falkenstern (Marshall Cavendish Childrens Books, 2009)
- *Caribou Crossing: Animals of the Arctic National Wildlife Refuge* by Art Wolfe (Sasquatch Books, 2009)
- *I Met a Moose in Maine One Day* by Ed Shankman and illustrated by Dave O'Neill (Commonwealth Editions, 2008)
- *Forest Bright, Forest Night* by Jennifer Ward and illustrated by Jamichael Henterly (Dawn Publications, 2005)
- *Looking for a Moose* by Phyllis Root and illustrated by Randy Cecil (Candlewick, 2008)
- *National Geographic Little Kids First Big Book of Animals* by Catherine D. Hughes (National Geographic Children's Books, 2010)
- *Owl Moon* by Jane Yolen (Philomel, 1987)
- *The Useful Moose: A Useful, Moose-full Tale* by Fiona Robinson (Harry N. Abrams, 2004)

For School Age

- *Deer, Moose, Elk and Caribou* by Deborah Hodge and illustrated by Pat Stephens (Kids Can Press, 1999)
- *Fun With Nature: Take Along Guide (Take Along Guides)* by Mel Boring, Diane Burns, and Leslie Dendy (Cooper Square Publishing, LLC, 1998)
- *The Kids' Wildlife Book (Williamson Kids Can! Series)* by Warner Shedd and illustrated by Loretta Trezzo Braren (Williamson Publishing Company, 1994)
- *Keepers of the Animals: Native American Stories and Wildlife Activities for Children* by Michael J. Caduto and Joseph Bruchac (Fulcrum Publishing, 1997)
- *Kids' Easy-to-Create Wildlife Habitats: For Small Spaces in City-Suburbs-Countryside (Williamson Kids Can!)* by Emily Stetson Illustrated by J. Susan Cole Stone (Williamson Books, 2004)
- *A Log's Life* by Wendy Pfeffer and illustrated by Robin Brickman (Aladdin, 2007)
- *Illustrated Nature Encyclopedia: Animals in the Wild* by Michael Chinery (Lorenz Books, 2005)
- *National Geographic Encyclopedia of Animals* by Karen McGhee and George McKay, PhD (National Geographic Children's Books, 2006)
- *National Geographic Wild Animals Atlas: Earth's Astonishing Animals and Where They Live* by National Geographic (National Geographic Children's Books, 2010)
- *Otters* by Adrienne Mason and illustrated by Nancy Gray Ogle (Kids Can Press, 2003)
- *Owls* by Adrienne Mason and illustrated by Nancy Gray Ogle (Kids Can Press, 2004)
- *Owls* by Gail Gibbons (Holiday House, 2006)
- *Skunks* by Adrienne Mason and illustrated by Nancy Gray Ogle (Kids Can Press, 2006)
- *Thidwick, the Big-hearted Moose* by Dr. Seuss (Random House Books for Young Readers, 1948)

About Cause-and-Effect (or prediction books)

For Infants and Toddlers

- *Baby Bear, Baby Bear, What Do You See?* by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt and Co., 2009)
- *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt and Co., 1996)
- *Caps for Sale* by Esphyr Slobodkina (Live Oak Media, 2004)
- *Panda Bear, Panda Bear, What Do You See?* by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt and Co., 2006)
- *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin, Jr. and illustrated by Eric Carle (Henry Holt and Co., 1997)

For Preschoolers

- *How Do Dinosaurs Eat Their Food?* by Jane Yolen and illustrated by Mark Teague (Harper Collins Children's Books, 2006)
- *If You Give a Moose a Muffin* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 1991)
- *If You Give a Cat a Cupcake* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 2008)
- *If You Give a Dog a Donut* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 2011)
- *If You Give a Give a Mouse a Cookie* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 1985)
- *If You Give a Pig a Pancake* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 1998)
- *If You Give a Pig a Party* by Laura Numeroff and illustrated by Felicia Bond (Harper Collins, 2005)
- *The Knight and the Dragon* by Tomie DePaola (Paperstar, 1998)

For School Age

- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst and illustrated by Ray Cruz (Atheneum Books for Young Readers, 2009)
- *Bad Day at Riverbend* by Chris Van Allsburg (Houghton Mifflin Harcourt, 1995)
- *Chicken Little* by Steven Kellogg (Perfection Learning, 1987)
- *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble (Puffin, 1992)
- *Giggle, Giggle, Quack* by Doreen Cronin and illustrated by Betsy Lewis (Simon and Schuster, 2004)
- *The Little Red Hen* by Jerry Pinckney and illustrated by Julius Lester (Dial Books for Young Readers, 2006)
- *The Snowy Day* by Ezra Jack Keats (Puffin, 1976)



Resources - For Parents Using the Library

The library is a valuable source of information for literacy. Whether it is helping families and early childhood educators to find the perfect theme-based book or other resources for children or supporting literacy development through programming, librarians can help by being a go-to source in the following areas for parents and educators:

- Select books from a variety of genres using a topic or theme, including picture books, storybooks, informational books, books of poetry, fairy or folk tales, nursery rhymes, interactive books, graphic novels, magazines, and other text;
- Introduce new authors or illustrators to parents, caregivers, and educators, and let them know when old favorites have released a new book;
- Establish an area for book displays around a common theme (such as outdoor life found in *Moose on the Loose*) with books that families and educators can borrow;
- Ask children, families, and educators about books and authors they are reading for possible inclusion in the library's collection. Inquire about possible topics as well as specific titles to help with the connection to the library;
- Talk with the people who are visiting the children's section of the library about maintaining the current collection. Find out what they like about it and how they are using the books and other materials to ensure they have the materials they need and they know you are listening to their needs;
- Obtain books and other materials from another library for children, families, and educators if your library doesn't already carry the copy in your collection. Be sure that people who visit the library are aware of this service as well;
- Share when "story hours" or other programming opportunities will be happening at the library.



Resources - For Librarians Working with Families

Some parents are regular visitors to the library with their children, while others may be new to the facility. Whether you know them well or this is the first time you are meeting them, as a librarian, you are a valuable source of information for parents. Not only can you provide them with key resources, you can also model the ways in which they can support literacy at home or in the early childhood education setting:

- Read books during “story hours” using the shared reading practices we hope that parents and educators will also use with children at home;
- Point to words while reading with young children and ask questions about words that might be unfamiliar to them, being sure to help them understand their meaning;
- Ask questions about what is happening in the book as you read, while also summarizing with children at the end of a read-aloud;
- Model a think aloud as you read. For example, before you turn the page, wonder aloud, “What could Moose be up to next? I wonder what we’ll find out?”
- Write in front of children, talking about how you form letters for younger children, stretching out the sounds of words for older children, and adding in spaces and punctuation as appropriate;
- Discuss how a particular book reminds you of another book or your own experience, asking children to relate the book to other books they know or experiences they have had.

Programming Tips for Librarians

- Establish reading programs for children of all ages that encourage independent reading or reading with an adult. These can be year-round or targeted during school vacations;
- Host regular story hours for younger children and book groups or discussions for older children. Other special events that include music, theater, or literature can include children of all ages;
- Reach out within the community through organizations that work with families. Often the same families visit the library, so target families that may not know about the programs and services offered by offering programming through partnering organizations;
- Consider the different ages of the children who are served by the library and offer programming at appropriate times for those ages, as well as programming that fits the needs of those children. For example, short story sessions are best for young children, while older children may love book clubs.

Resources on the Internet

About Reading and Books

Association for Library Service to Children

<http://www.ala.org/ala/mgrps/divs/alsc/aboutalsc/index.cfm>

This website designed for anyone supporting literacy development provides not only booklists, but also a helpful list of the most notable children's books by year (you can also search previous years), and additional website suggestions for children.

Colorin Colorado

<http://www.colorincolorado.org/>

Considered the “sister site” of Reading Rockets, this website provides a wealth of information for parents and educators of children for whom English is not their home language. In addition to information for supporting literacy development, research-based tip sheets for parents and educators are provided, as well as booklists based on age.

Reading is Fundamental

<http://www.rif.org>

A website filled with resources for parents and educators, it provides not only information about literacy development, but suggestions for activities, games, printable handouts, and booklists.

Reading Rockets

<http://www.readingrockets.org>

This website provides up-to-date research based teaching strategies for classrooms and homes, as well as additional resources to support literacy development in young children.

About Wildlife

National Geographic Animals

<http://animals.nationalgeographic.com/animals/?source=NavAniHome>

National Geographic Animals is a page of the National Geographic society highlighting news, research, and National Geographic programming. Children can access excerpts from the National Geographic magazine and newsletters, as well as join a research project and document the wildlife they see.

The National Wildlife Foundation for Kids

<http://www.nwf.org/Kids.aspx>

This website offers information for kids about different kinds of animals, ideas for activities indoors and especially outside, conservation tips, and links to children's outdoor magazines such as Big Backyard and Ranger Rick.

U.S. Forest Service

<http://www.fs.fed.us/kids/>

A website aimed at connecting children with the National Forest system, this source provides additional links about the forest, conservation, nature, and science.

The World Wildlife Federation

<http://www.worldwildlife.org/home-full1.html>

The World Wildlife Federation's website provides vivid photographs and images of animals in their natural habitats, as well as stories about the animals and conservation strategies.

Activities for “Moose on the Loose”

On the following pages are activities intended to support literacy development for children from birth through school age in the previously discussed areas of literacy, including comprehension, concepts of print, knowledge of genre, letter-sound knowledge, oral language, phonological awareness, and writing. As noted in the introduction, comprehension and writing will also have an additional focus based on the International Reading Association’s (IRA) designation of these literacy skills in their “what’s hot” in literacy. As previously noted, the suggestions for activities are separated by age groups to provide educators, parents, and caregivers specific suggestions for ways to support literacy development according to specific age groups. It is important to note that differences among individual children may require modifications for activities, and certainly some children may find activities for younger or older children enjoyable as well. Activities may be used in a variety of contexts, including library programming, story times, classrooms, and in homes. It is important to keep in mind the age and developmental level of the children as well as the context of the activity during your planning.

Infants (Birth through 12 months)

From the Story:

- Choose a page in the book and talk about the illustrations with the infant. Look for pictures that might relate to something that has happened in the infant's daily life, such as "tickling his toes" or "towel-drying him" and talk with the infant about when this might have happened with him or her. While you are talking, be sure to wait for his or her response, expanding on the coos or babbles.
- Play hide and seek with infants just as the moose was playing hide and seek in the book. Cover your face with your hands to "hide" from babies and then uncover your face to show you have returned. Place a blanket or hold another soft object between you and the infant. Ask the infant, "where's (name)?" and then lower the blanket or soft object between you and say, "there [name] is."
- Ask families to share what they do at bedtime using the template on page 49 and create a bedtime book to share with infants. Ask families to include photos of cozy beds, favorite nighttime books, beloved jammies, or other bedtime rituals that must be followed.

Wildlife:

- Find pictures of different wildlife and create a wildlife book for infants. You can download them from the internet (see the internet resources for suggested websites), use wildlife magazines, or use your own photographs. Cover the pictures with contact paper to protect them, or consider placing them on the floor and covering them with contact paper so infants can look at them during tummy time.
- Take infants on a walk through the woods to see where animals live in the wild. If your walk requires transporting multiple children in strollers, consider visiting a nature trail or other natural area with paved trails that can accommodate this type of transportation. Be sure to stop periodically and enable children to take in the sights and sounds. Take time to also read the posted signs and information.

Cause and Effect:

- Try singing “Pop Goes the Weasel” with infants to help them learn that when they hear “pop” something exciting will happen:

*Round and round the cobbler’s bench
The monkey chased the weasel,
The monkey thought ‘twas all in fun
Pop! Goes the weasel.*

*A penny for a spool of thread
A penny for a needle,
That’s the way the money goes,
Pop! Goes the weasel.*

National Institute of Environmental Health. (2012) Pop Goes the Weasel.

<http://kids.niehs.nih.gov/games/songs/childrens/weaselmid.htm>

- Place photos of things that reflect cause and effect covered with contact paper on the floor and talk about them with infants. For example, you can take a photo of snowflakes and then have a photo of a snow-covered field next to it. Or, you could have a photo of a seed with a photo of flower. These photos can be taped to the floor and covered with contact paper so infants can see them and then you can ask questions about them.
- Tape large bubble wrap (tape it tightly on all four sides) to the floor in a high traffic area for infants to walk or crawl on. As they notice the noises it makes, ask them what has happened and encourage them to continue to explore the effect their crawling or walking makes as they travel across the bubble wrap. You will want to closely supervise this activity and monitor the bubble wrap to be sure the bubble wrap does not have any loose pieces that could become a choking hazard or it does not become loose.

- Use the fingerplay of “Are You Sleeping?” with Moose lyrics and use your fingers for antlers for a new twist:

*Are you sleeping, are you sleeping,
Mr. Moose, Mr. Moose (wiggle all four fingers to indicate antlers)
Things are going to happen, things are going to happen
When you're loose, when you're loose.*



Toddlers

From the Story:

- Ask toddlers to look for the dog on each page as you read the story together. Be sure to ask questions about what they think the dog is doing, what the dog might be thinking, and what they would do if they were the dog.
- In the book, Moose is crowned king after singing. Use the crown template on page 39 to create your own crowns.
- Have a cooking day/night, just as Moose does in the book. Ask families to share their favorite recipes and share them in a newsletter or book. Families can also participate in a potluck (be sure to notify families of any food allergies or restrictions beforehand) and a reading of *Moose on the Loose*. Toddlers can help prepare a special dish, such as fruit salad, by helping to wash fruit, using a plastic knife to slice bananas or ripe cantaloupe, peel Clementine oranges, and mix the fruit in the bowl.
- Read the book with toddlers, pointing out the letters that you see that are also in their names. Be sure to pause and say the sound of the letter as well. For example, when you see “tub” you can note that “tub” and “Timothy” both start with the letter T which makes a ‘tuh’ sound.

Wildlife:

- Have a variety of books about wildlife for toddlers (see the list of books about wildlife on page 15). Talk with toddlers about the different wildlife they see in the books. Ask questions such as “what do you notice about this animal?” or “how does this animal look like this other animal?”
- Create moose puppets with toddlers (younger toddlers may need more assistance with this activity). Use a lunch bag for the base of the puppet and then the template on page 41 to create antlers. Older toddlers may be able to cut out and glue on their own antlers and eyes, while younger toddlers may need assistance with cutting and gluing. After their puppets are complete, ask them to retell the story of *Moose on the Loose*.

Cause and Effect:

- Paint with different items to help toddlers begin to understand the idea of cause and effect. Using “regular” tempera paint, also have typical household items available for children to use in addition to paintbrushes to explore how the painting might change with the item. Try using toy cars, toothbrushes, combs, spools (from thread), yarn, and other objects that you might think of. Encourage toddlers to try the objects in any way they can think of. (This activity can be messy, so toddlers should wear clothes that can get paint on them, even though washable paint is recommended, or wear smocks.)
- Using cups or containers and sand, water, or cut up scraps of paper, have children scoop the objects with one container and pour them into another container. Ask them questions such as how many scoops of the material it will take to fill a large container or what will happen if a large container of the material is poured into a small container.



Preschoolers

From the Story:

- Read the story, pausing just before the final rhyming word to give preschoolers time to supply the final word that rhymes. If you are reading with one child, you might also point to the illustration while you pause to help make the connection with the rhyming word. For example, if you are reading "...turn out the light" you might pause just before saying light and point to the lamp.
- Create a Moose or Dog mask. Using construction paper and the template on page 42 and 43, have children cut out the Moose or Dog face. Allow them to add whatever decorations or embellishments they would like to make the mask "their own." Punch two holes on either side of the mask and thread yarn through the holes. Children can then tie the mask on by tying a bow in the back to hold the mask in place.
- Sing "Down by the Bay" with children

*Down by the bay Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a fly
Wearing a tie?"
Down by the bay.*

*Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
"Did you ever see a bear
Combing his hair?"
Down by the bay.*



*Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
“Did you ever see a moose
Kissing a goose?”
Down by the bay.*

*Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
“Did you ever see a whale
With a polka dot tail?”
Down by the bay.*

*Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
“Did you ever see a llama
Wearing pajamas?”
Down by the bay.*

*Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will say
“Did you ever have a time
When you couldn’t make a rhyme?”
Down by the Bay*

Songs for Teaching. (n.d.)

Retrieved from <http://www.songsforteaching.com/folk/downbythebay.php>

- Play Moose memory with preschoolers. See template on page 44. Using the Moose cards, place all of the cards in front of two to four players, face down. Take turns flipping two cards at a time over looking for a matched pair. As you find a pair, talk about what illustration from the book the pair is. Whoever has the most pairs wins!
- Moose makes a pie... Ask preschoolers to draw and/or write the ingredients to their favorite pie. Use the template on page 47 or have preschoolers come up with their own ideas for drawing a pie.
- After you read the story, ask preschoolers to share their favorite part of the story. Then, ask them to add one more piece to the story. If Moose were to get loose again, what do they think would happen?

Wildlife:

- Think of a wild animal that begins with each letter of the alphabet. Start with A for Antelope, B for Bear, and continue through all 26 letters.
- Ask children to think about how big a moose really is and how big a moose would be when it comes inside a house. Ask children to compare a moose to another object. Using the template on page 48 ask preschoolers to draw and/or write how big they think a moose would be. Then, share with children how big moose really are. You can extend this activity by having a life size moose outlined in butcher block paper or drawn out on the wall of the library or classroom to show them after they have completed this activity.

Cause and Effect:

- In the book, the child is asked if he would give the moose two boats to see if he floats. To help preschoolers learn about cause and effect, provide them with a variety of materials to build boats and then test them to see if they float. Provide them with Styrofoam cups and bowls, paper cups and bowls, paper, straws, coffee stirrers, construction paper, wax paper, duct tape, glue (different types that are child-safe), pipe cleaner, and other materials that you can think of that might be suitable for building boats and allow them to make their own boats. You will also need a tub of water (a dish tub, bucket or sink will work). Before they test their boat, ask them to tell you why they think their boat will float.
- Allow children to learn about cause and effect by creating a pendulum. Create a pendulum using materials such as a long piece of wood (a yardstick works well) which two children can either hold or anchor across two tables or two chairs, yarn, and an object tied to the yarn. They can use paintbrushes dipped in paint and see how the pendulum can change directions when they lift it or push it (be sure to place paper under the surface of the pendulum) or use water bottle and place other objects in the path of the water bottle and see how the pendulum can knock them over. Ask the children to describe what happens to the objects (either the paint on the paper) or the objects –the effect-when the pendulum acts on it—the cause.

School-Age

From the Story:

- Have children write their own adventure of *Moose on the Loose*. Choose one thing from the book that they think would be the funniest, the most exciting, or the most like something that they would do and then write about what would happen next. Be sure to have them illustrate their version of *Moose on the Loose* using the template on page 50.
- Retell the *Moose on the Loose* adventure with a friend or in small groups. After reading the book, start by sharing the first thing that Moose did once he was on the loose and then see if a friend or the next person in the group can remember what happened next. Have children continue listing the things Moose did until they've retold each crazy thing he did in the book. Encourage them to identify a "moose keeper" to go through the book while they retell each of the things he did to help keep track (an adult can also do this at home).
- Compare the things that Moose does with the things that will happen next by keeping a list. On one side write the things that will have to be done if Moose is doing something else. For example, on the left side, write "If Moose does..." at the top of the column and then on the right side, write "I would..." and then list those things. Children can list the things that happened in the book as well as include their own ideas of what they would do if a moose was in their yard or came to live in their houses.
- Create a map of where Moose has been, tracking his movements and what he has done. Children can illustrate the map with the suggestions of what they could do with him.
- Write a letter to Moose persuading him to do something once he is in a particular place. For example, when he is up stairs in your room, children could write a letter asking him to behave in a certain way and why they think that is important. Children can also use the template on page 50 for this letter.
- Look for the dog in the illustrations and share with a partner what they think the dog is thinking as the moose is on the loose. Compare the dog's point of view with the boy's point of view in the story.
- Write an acrostic poem using the letters M-O-O-S-E as the first letters in each line using the template on page 51. In an acrostic poem, the first letter of each line spell out a word. In this case, the first word in the first line would begin with M, the first letter of the second line would begin with O and so on.

- Children in the primary grades have always enjoyed singing songs such as “Who took the cookie from the cookie jar?” Try this adaptation using the Moose on the Loose as inspiration:

Who put the moose on the loose out in the yard?

Who me? Yes you.

Couldn't be. Then who?

[name] put the moose on the loose out in the yard?

Who me? Yes you.

Couldn't be. Then who?

Wildlife:

- Using the internet sources provided earlier in the resource guide, find out where moose actually live and what their habitat are really like. You can extend this activity by asking children to create a moose habitat at home using materials they find at their houses or by offering natural materials for them to create dioramas in the library, classroom, or to take home with them.
- Have children write a magazine or newspaper article about what would happen if an actual moose would get loose in someone's house. Articles can be combined with photographs or illustrations to produce a full magazine or newspaper.
- Using the books about wildlife (see the section on More Books on page 15), have children identify the different foods that moose eat. Older school age children can create a list of foods that other wildlife eat and compare the list looking for foods that are similar among these animals and foods that are different.
- Visit the woods looking for signs of wildlife. Have each child carry a notebook and write down their observations of wildlife. Before you visit, talk what “signs of wildlife” might include, such as animal tracks, grazing of the plants, and/or animal droppings. If children see animal tracks, have them draw the tracks that they see. If they observe plants that have been grazed, they can note the indentations in the foliage to try to determine what kind of animal has been eating the plants.

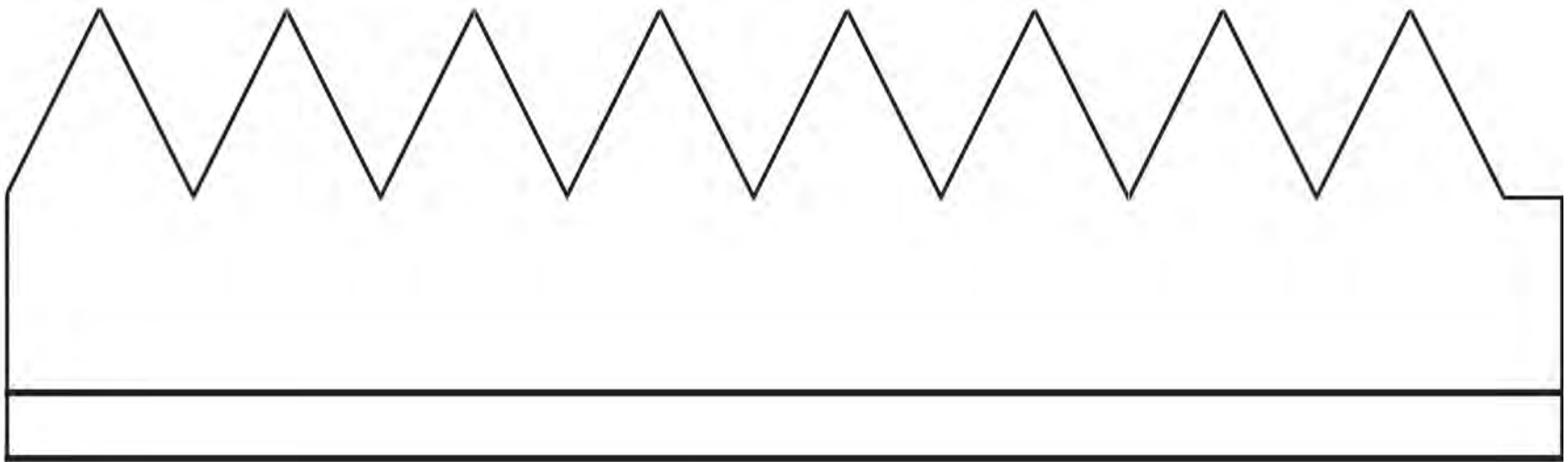
Cause and Effect:

- Ask school-age children to think about how the seasons affect a moose and how he lives. Use the template on page 52 to draw and/or write and consider how the changing seasons would affect the moose and how he lives.
- Use the template on page 53 to think about cause and effect or “if...then” with school age children in pairs. The first child can think of a number of “if...” statements and write them down in the left column and then trade with a partner who will then complete the “then” statements in the right hand column.
- Have children become experts on a subject and write procedural text where each step is dependent upon the step preceding it, with the final product a result of all of the steps combined. Children should write step-by-step directions indicating how to do something as part of their everyday lives. Use the template on page 54. You can extend the learning of this activity by having children take their step-by-step directions home and actually trying them out. For example, children can write down step-by-step directions of how to brush their teeth, and then take the directions home and have a parent or sibling follow the directions as they read them to see if they can follow them. Encourage children to make any necessary modifications to their directions.

Templates and Activity Sheets List

Crown Template Appropriate for Toddlers and Preschoolers	Page 39
Puppet Template Appropriate for Toddlers, Preschoolers and School Age	Page 40
Moose or Dog Mask Appropriate for Toddlers, Preschoolers and School Age	Page 42-43
Moose Memory Cards Appropriate for Preschoolers and School Age	Page 44-46
Moose Makes a Pie Writing Template Appropriate for Preschoolers and School Age	Page 47
How Big Is a Moose Template Appropriate for Preschoolers and School Age	Page 48
<i>Moose on the Loose Adventure</i> Appropriate for School Age	Page 49
Letter to Moose Appropriate for School Age	Page 50
Acrostic Poem Appropriate for School Age	Page 51
Four Seasons of a Moose Appropriate for School Age	Page 52
If....Then Activity Appropriate for School Age	Page 53
How To Activity Appropriate for School Age	Page 54

Crown template



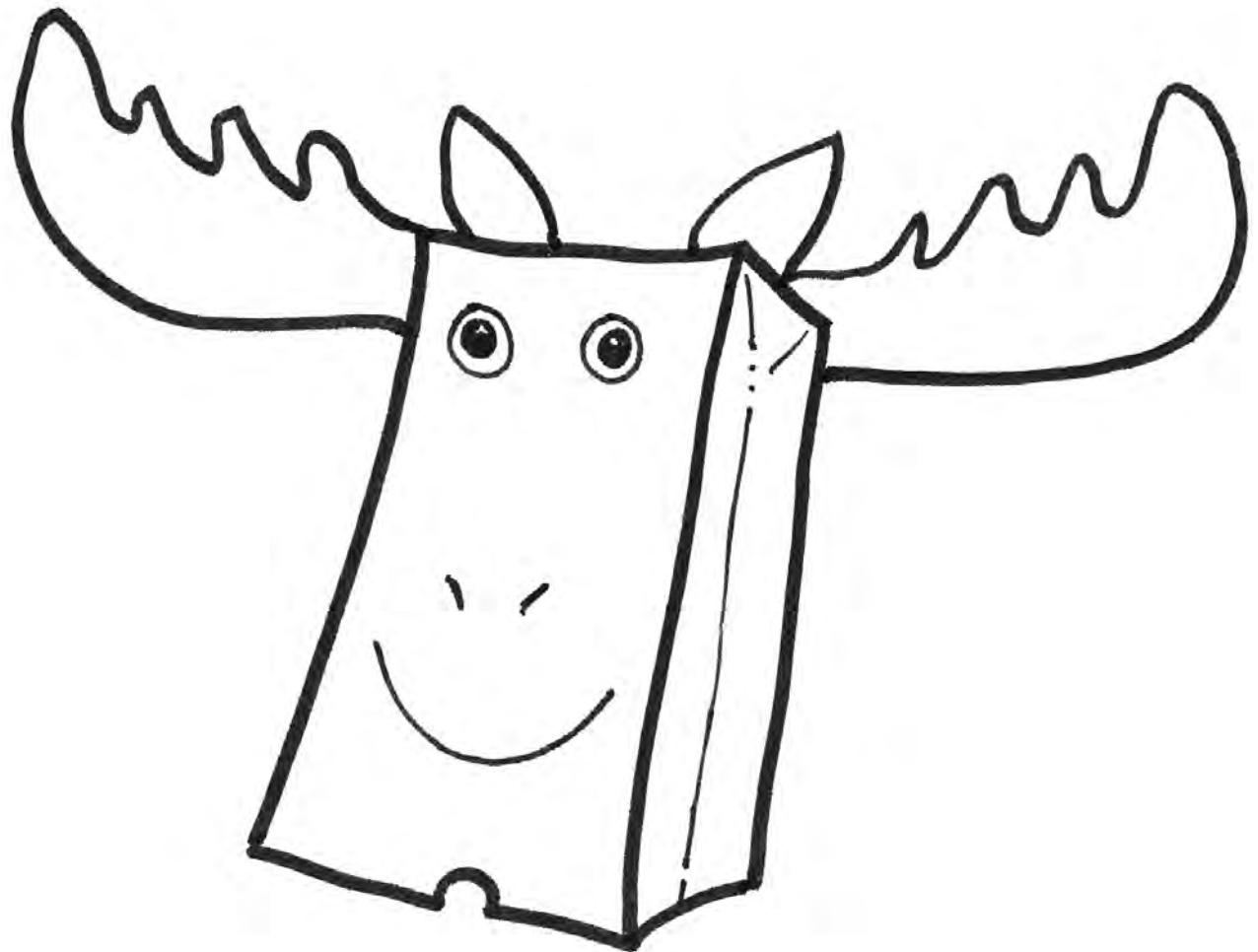
Use a folded sheet of paper, trim crown template and fit to childs head.

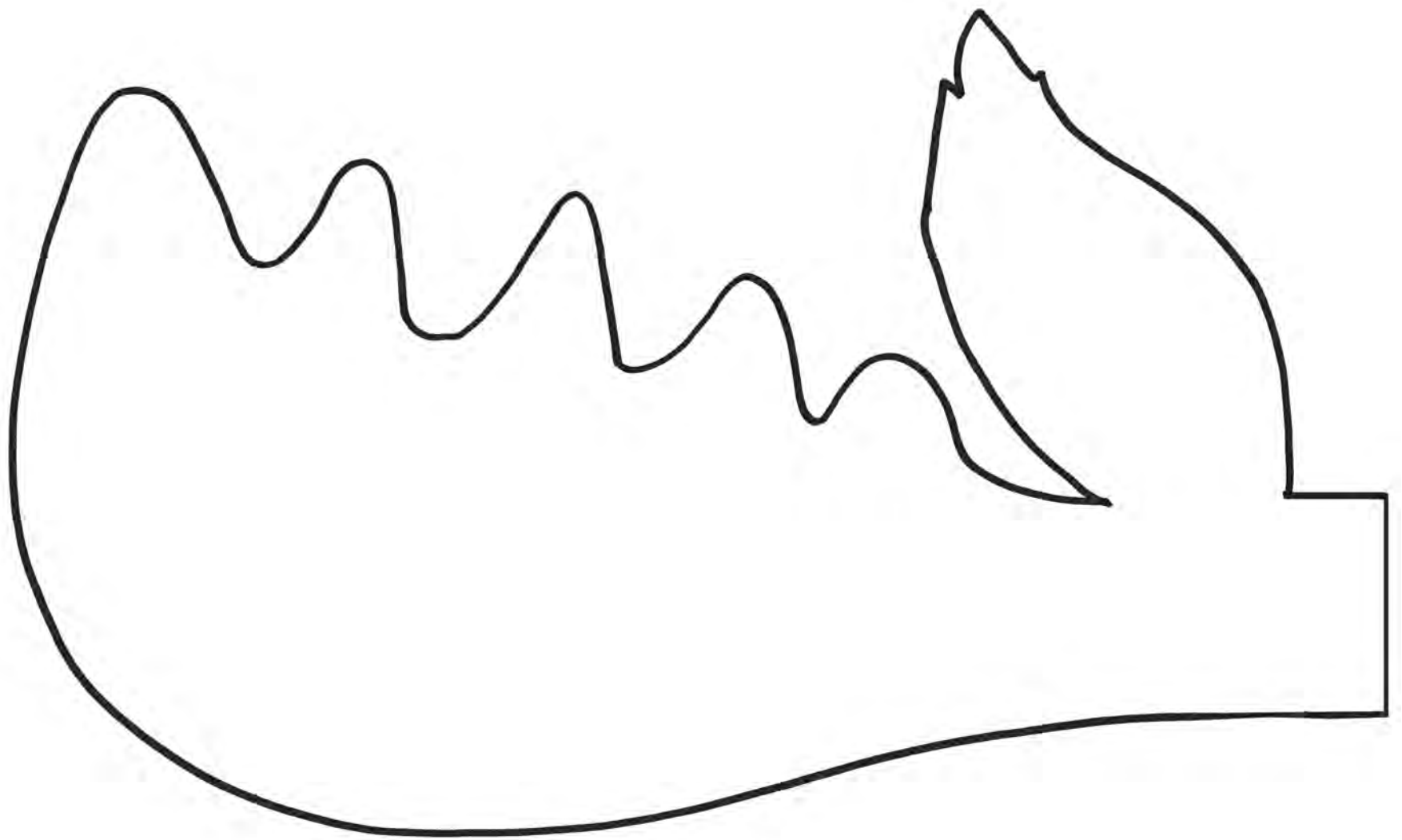
Puppet Template

Use the following template to help children create their own Moose puppets. Some children may need help cutting out the antlers to glue on the lunchbags (brown lunch bags can be used, or white lunch bags can be colored on to allow children creativity). Googly eyes and pom poms or other craft items can be used for the eyes and nose. Children can then use the puppets while reading *Moose on the Loose*.

Suggest items for decorations include (supervision recommended as many of these items are choking hazards):

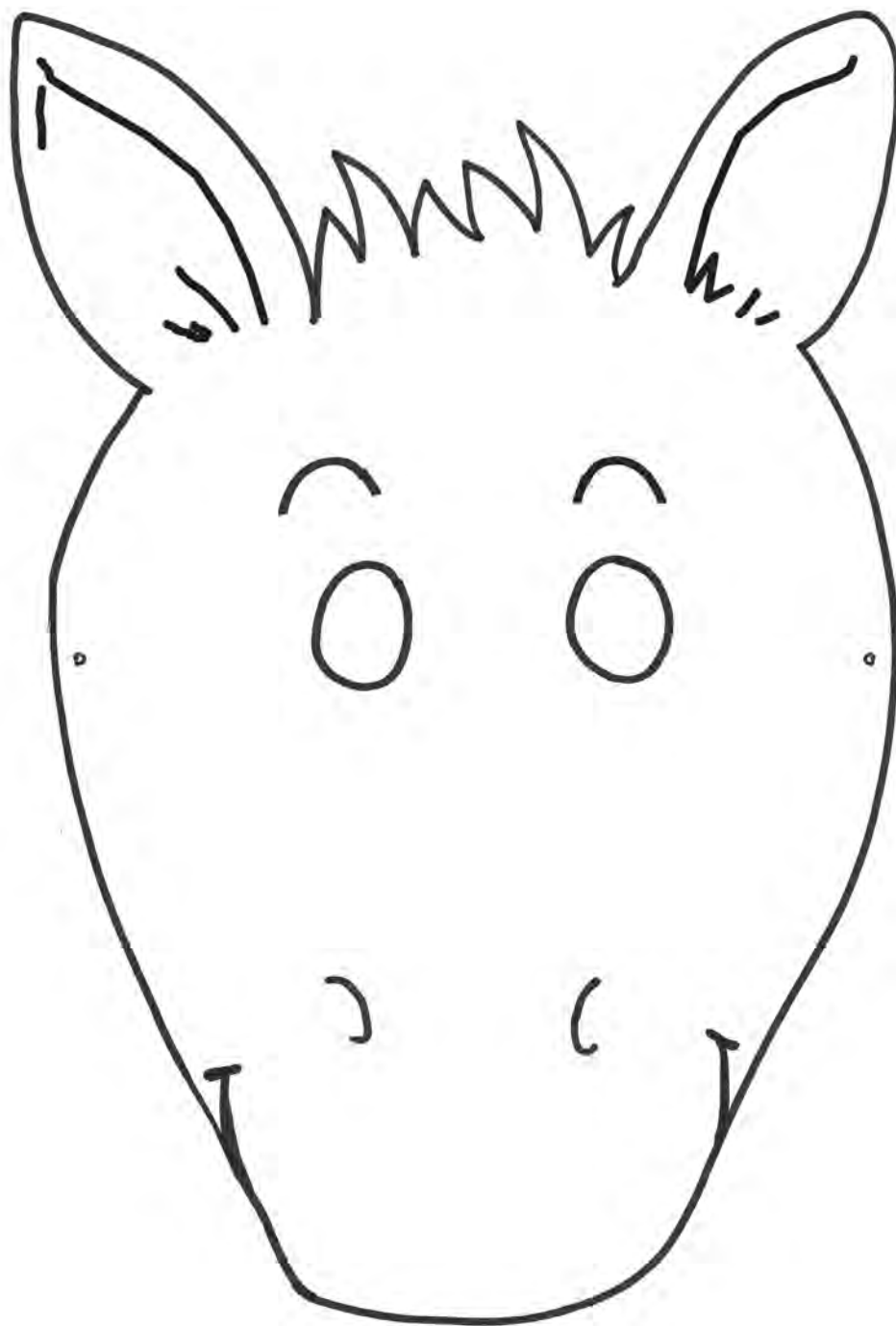
- Crayons/markers/colored pencils
- Googly eyes
- Pom poms
- Pipe cleaner
- Glitter
- Foam shapes
- Construction paper

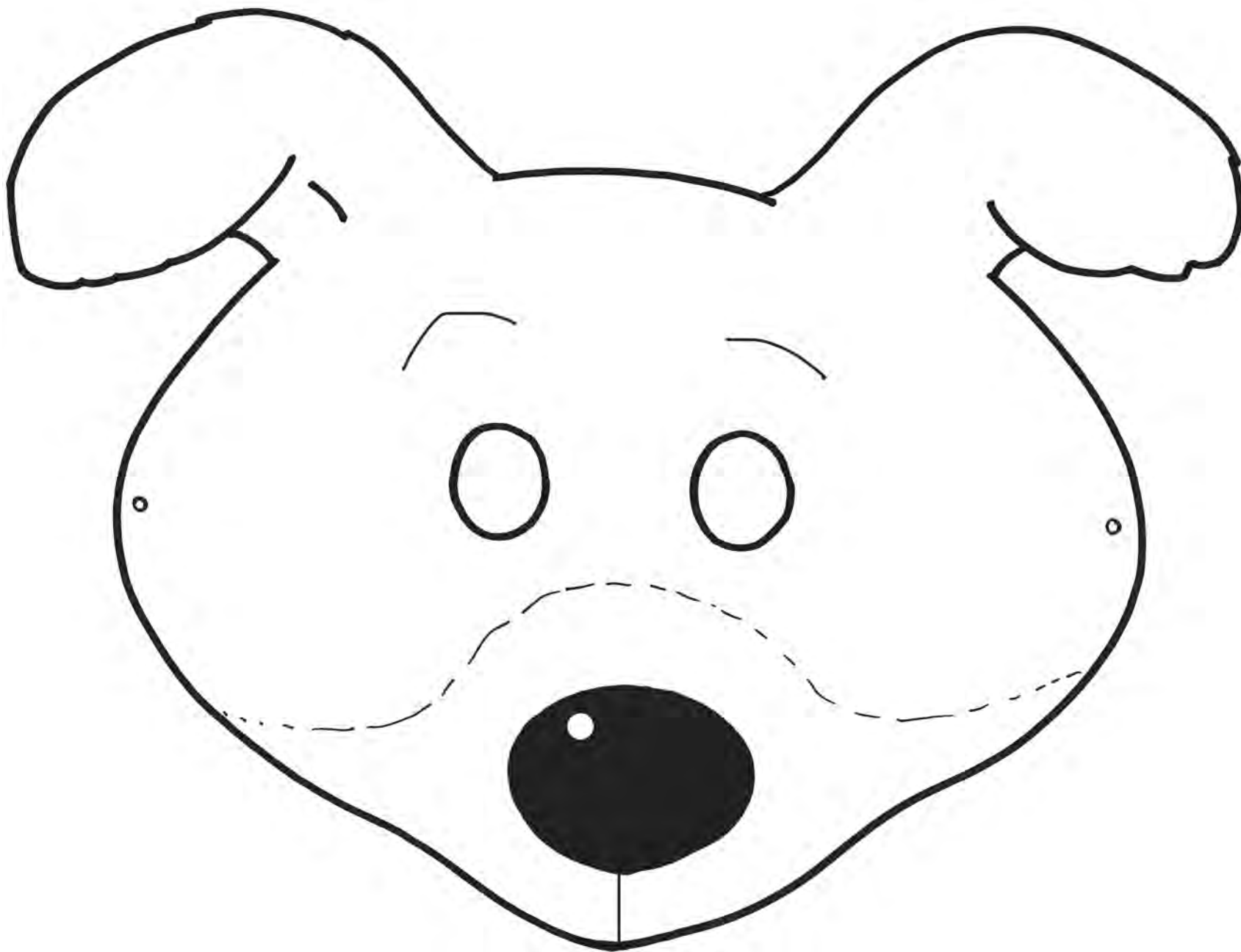




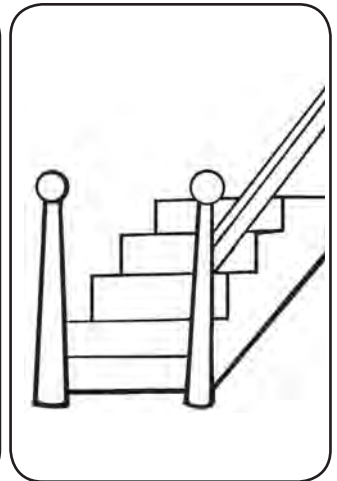
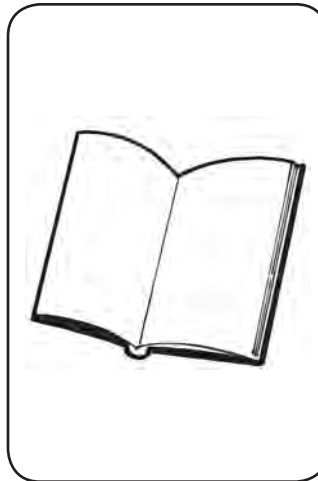
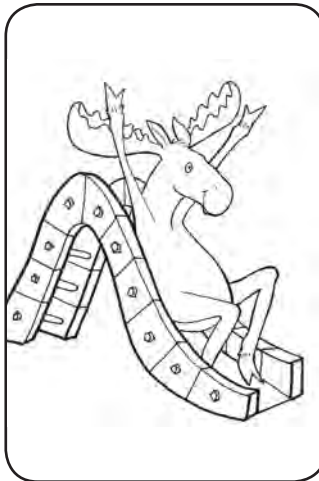
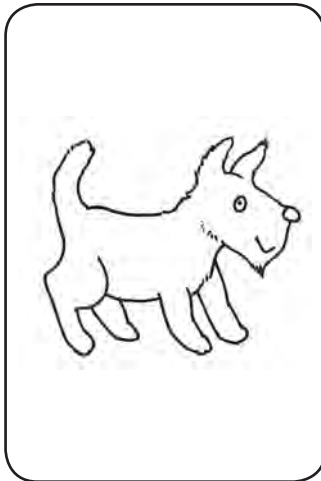
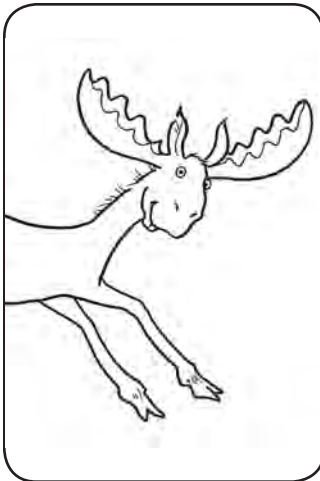
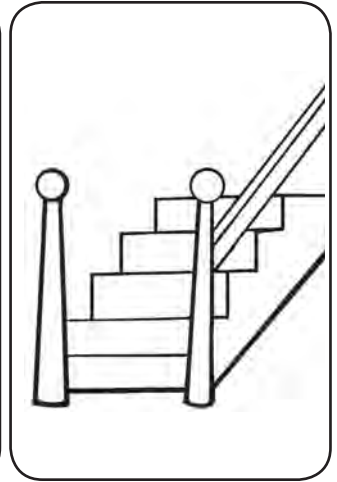
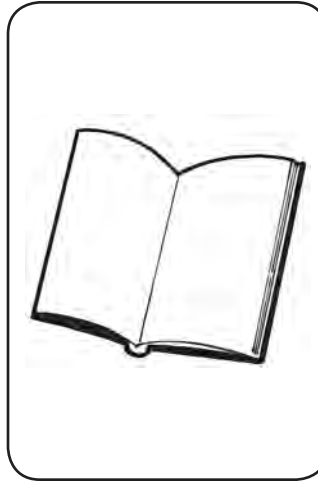
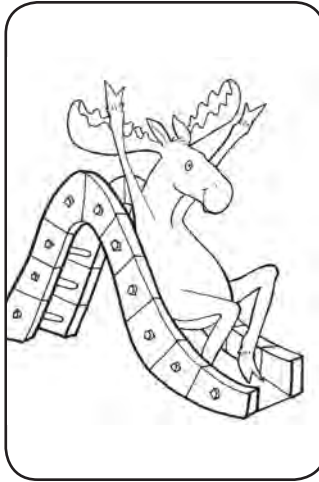
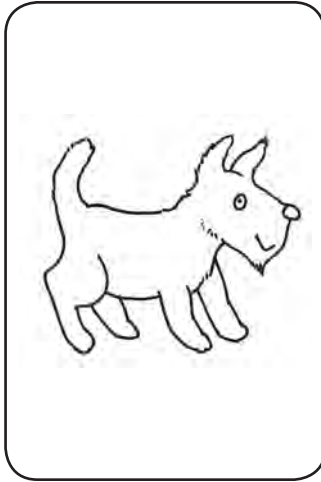
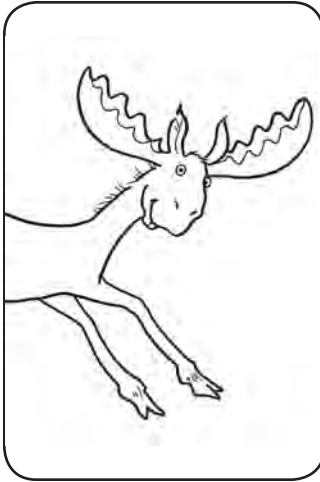
Moose or Dog Mask

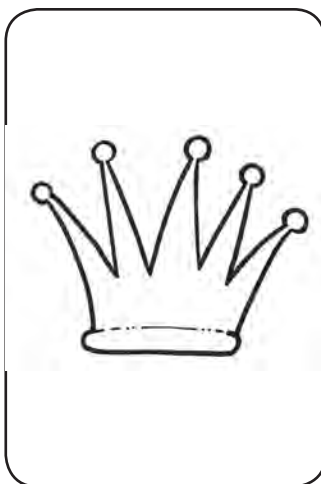
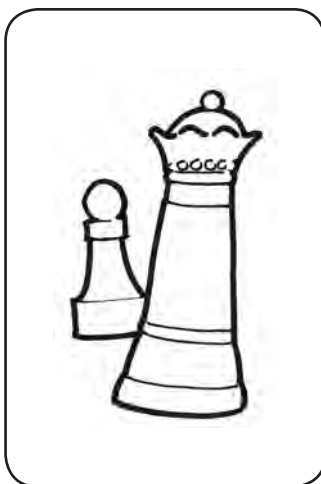
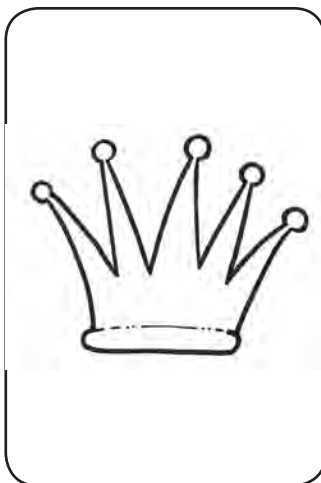
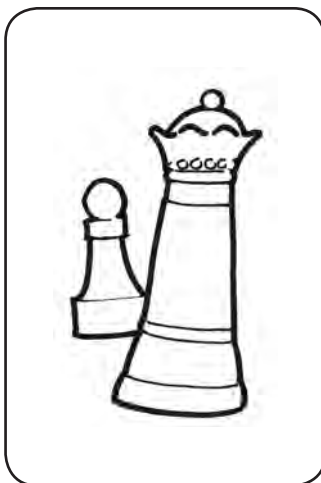
Masks can be enlarged with photocopier and cut out on cardstock paper for children to trace onto construction paper to then cut out (educators, librarians, and other adults may want to have more than one template of each available depending upon the number of children available). Use a paper punch to cut out holes on either side of the mask for threading yarn through the holes after children have cut out the masks from construction paper and after they have added any embellishments available to make the mask “their own.”

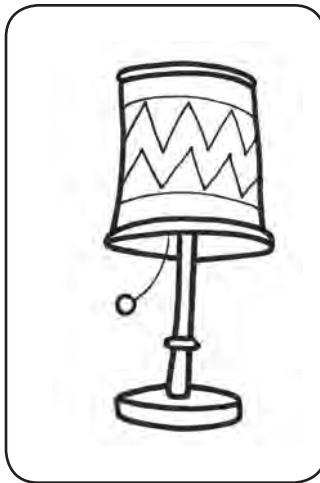
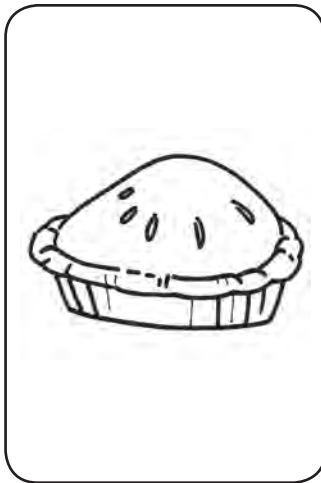
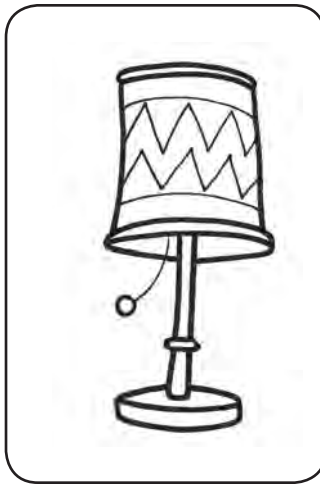




Moose Memory Cards

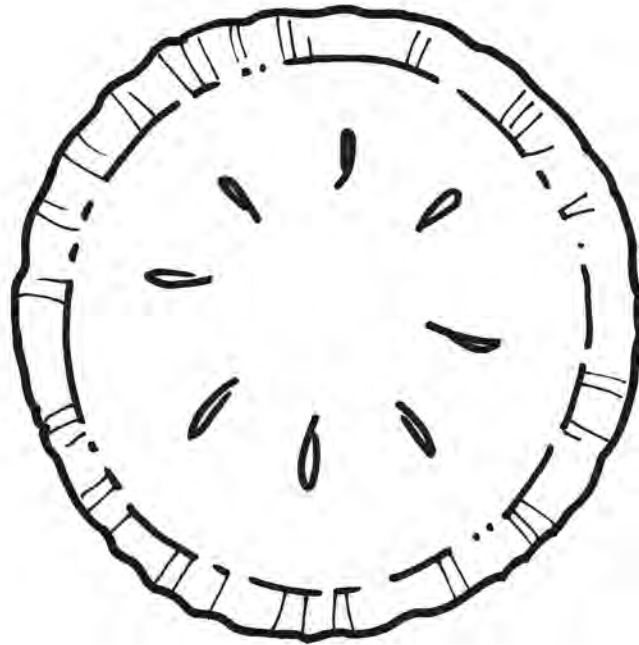






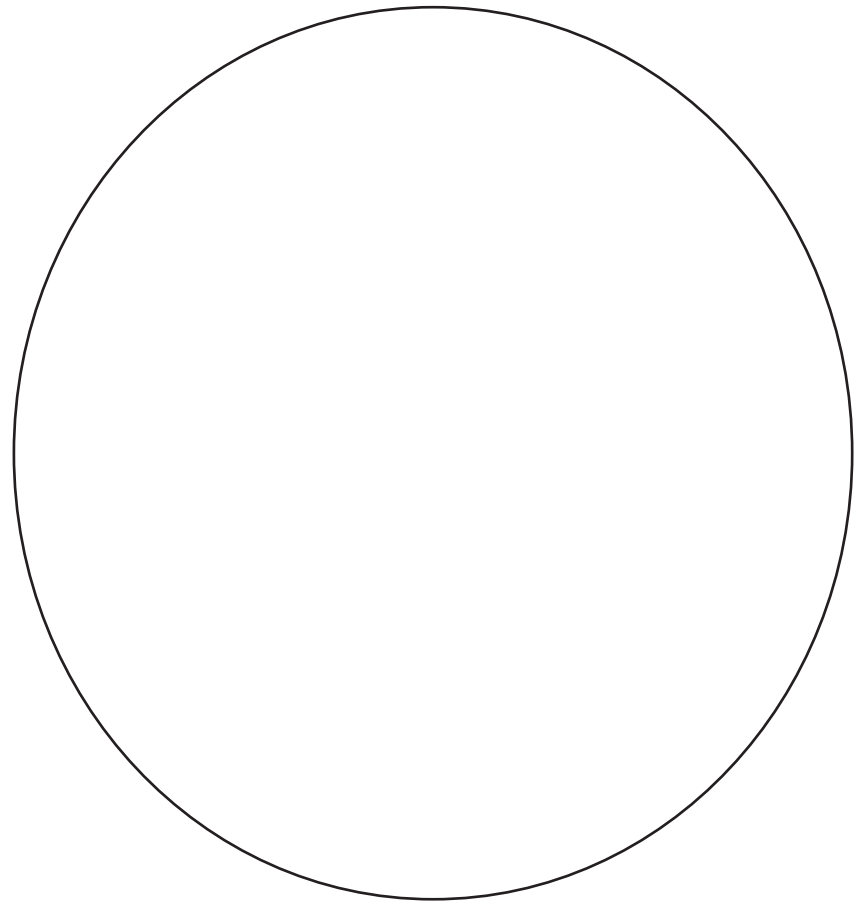
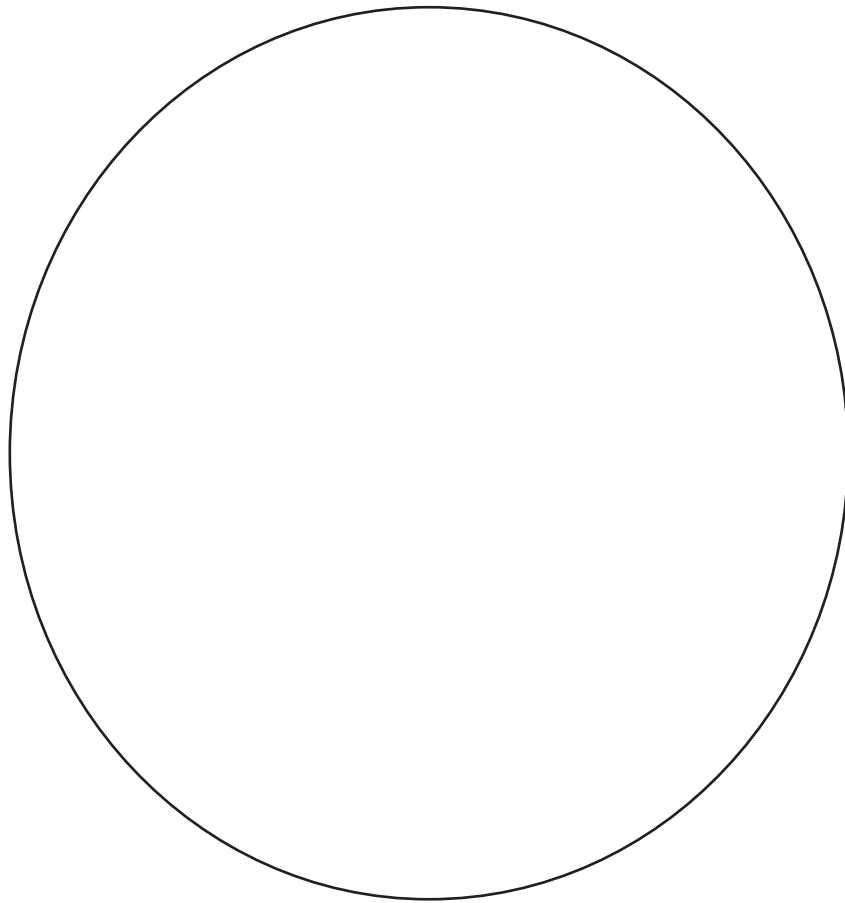
Moose Makes a Pie Writing Template

If you were going to make a pie with Moose, what would you include in it:



How Big is a Moose?

In the left circle, draw a moose. In the right circle, draw another object you think is as big as a moose.



“Moose on the Loose” Adventure

Choose one thing from the book that you think would be funny, exciting, or similar to something you would do and then write about what you think would happen next if you were with Moose. Be sure to illustrate what would happen if you were with Moose and he was on the loose with you.

Letter to Moose

Persuade Moose to do something. Write him a letter asking him to do something, such as clean your room and why he should do that. You can use this letter as a guide:

Dear Moose:

My name is _____.

I am writing to ask that when you are in _____ that you should _____

It is important to me that you should do this because

Sincerely,

Acrostic Poem

Write a poem using the first letters of the word MOOSE in each each line:

M

O

O

S

E

Four Seasons of a Moose

Think about where a moose lives and how the four seasons might affect his habitat. Use the four boxes below to draw or write how the changing seasons might affect the moose and how he lives.

If...Then

Think about how one thing might cause something else. Write the cause in the left column and then write the effect in the right column. You might think of these statements as “if...then” statements, such as “if I don’t wear boots when it rains, then my feet will get wet from the rain puddles. Try to think of as many as you can.

If....

Then...

How to

Explain to someone else how to do something that you are really good at. Write down the step-by-step directions for how to do something you do every day. Use as many steps as you need and add any additional steps if you need to. Have someone try out your directions too.

How to: _____

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____

Step 6 _____

Step 7 _____

Step 8 _____

Step 9 _____

Step 10 _____

Additional Steps:

References

- Aram, D. (2006). Early literacy interventions: The relative role of storybook reading, alphabetic activities and their combination. *Reading and Writing*, 19, 489–515.
- Bauman, J.F., & Bergeron, B. S. (1993). Story map instruction using children's literature: Effects on first graders' comprehension of central narrative elements. *Journal of Reading Behavior*, 25, 407-437.
- Beck, I.L., & M.G. McKeown. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. *The Reading Teacher*, 55, 10–20.
- Bloodgood, J. W. (1999). What's in a name? Children's name writing and literacy acquisition. *Reading Research Quarterly*, 34, 342-367.
- Bodrova, E., & Leong, D. J. (2006). Vygotskian perspectives on teaching and learning early literacy. In D.K. Dickinson and S.B. Neuman (Eds.). *Handbook of early literacy* (2nd ed) (pp. 243-256). New York: Guilford Press.
- Cassidy, J., & Loveless, D. J. (2011, October/November). Taking our pulse in a time of uncertainty: Results of the 2012 what's hot, what's not literacy survey. *Reading Today*, pp. 16- 20.
- Caswell, L. J., & Duke, N. K. (1998). Non-narratives as a catalyst for literacy development. *Language Arts*, 75, 108-117.
- Clay, M. (1979). *The early detection of reading difficulties* (3rd ed.). Portsmouth, NH: Heinemann.
- Dickinson, D.W., & M.W. Smith. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29, 104–22.
- Duke, N. K. (2007). Let's look in a book: Using nonfiction texts for reference with young children. *Young Children*, 62(3),12-16.
- Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experiences of young American children*. Baltimore: Brookes.
- Kamberelis, G. (1998). Relations between children's literacy diets and genre development: You write what you read. *Literacy Teaching and Learning*, 3, 7–53.
- Landry, S. L., Smith, K .E., & Swank, P.R. (2003). The importance of parenting in early childhood for school age development. *Developmental Neuropsychology*, 24, 559-592.

- Lonigan, C. J., Schatschneider, C., & Westberg, L. (2008). Identification of children's skills and abilities linked to later outcomes in reading, writing, and spelling. In National Early Literacy Panel, *Developing early literacy: Report of the National Early Literacy Panel* (pp. 55-106). Washington DC: National Institute for Literacy. Available at <http://www.nifl.gov/earlychildhood/NELP/NELPreport.html>
- Lonigan, C. J., & Whitehurst, G. J., (1998). Relative efficacy of parent and teacher involvement in a shared-reading intervention for preschool children from low-income backgrounds. *Early Childhood Research Quarterly*, 13, 263-290.
- Morrow, L. M., & Gambrell, L. B. (2002). Literature-based instruction in the early years. In S. B. Neuman & D. K. Dickinson (Eds.). *Handbook of early literacy research* (pp. 348-360). New York: The Guilford Press.
- National Council of Teachers of English (NCTE) and International Reading Association (IRA). (1996). *Standards for the English language arts*. Urbana, IL: Author.
- RAND Reading Study Group. (2002). *Reading for understanding: Towards an R&D program in reading comprehension*. Santa Monica, CA: Rand Education
- Snow, C., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington DC: National Academy Press.
- Stanovich, K.E., Cunningham, A.E., & Cramer, B.B. (1984). Assessing phonological awareness in kindergarten children: Issues of task comparability. *Journal of Experimental Child Psychology*, 38, 175-190.
- Temple, C., Nathan, R., Temple, F., & Burris, N. A. (1993). *The beginnings of writing*. Needham Heights, MA: Allyn and Bacon.
- Wasik, B.A., & M.A. Bond. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Developmental Psychology*, 93, 243-250.
- Weizman, E. S., & Snow, C. E. (2001). Lexical input as related to children's vocabulary acquisition: Effects of sophisticated exposure and support for meaning. *Developmental Psychology*, 37, 265-279.



ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN



Join the Library of Michigan and Target for **Michigan Reads!**
One State, One Children's Book Program. We're inviting
everyone in Michigan to share *Moose on the Loose* written by
Kathy-jo Wargin and illustrated by John Bendall-Brunello.

© 2009 Sleeping Bear Press

Majority support for the **Michigan Reads!** program provided by Target. The Bullseye Design
and Target are registered trademarks of Target Brands, Inc. 185407. Additional support provided
by Sleeping Bear Press and the Library of Michigan Foundation.

